

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

| | | |
|-------------------------------|---|--|
| Program authority: | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) | FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency MAY 20 PM 2:15 Document Control Center </div> |
| Grant period: | August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014. | |
| Application deadline: | 5:00 p.m. Central Time, May 20, 2014 | |
| Submittal Information: | Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div> | |
| Contact information: | Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|---|--|--|-----------------------------------|
| Organization name Dallas Independent School District | Vendor ID # | Mailing address line 1 3700 Ross Avenue | |
| Mailing address line 2 | City Dallas | State TX | ZIP Code 75204- |
| County- District # 057905 | Campus number and name 358 Barbara M. Manns Academic Center | ESC Region # 10 | US Congressional District # 30 |
| | | DUNS # 075096347 | |

Primary Contact

| | | | |
|-----------------------------|---|------------------------|--|
| First name Charles | M.I. H | Last name Chernosky | Title Executive Director—Federal and State Accountability |
| Telephone # 214-972-6445 | Email address cchernosky@dallasisd.org | FAX # 972-794-3589 | |

Secondary Contact

| | | | |
|-----------------------------|--|-----------------------|--------------------|
| First name Joshua | M.I. | Last name Gamboa | Title Principal |
| Telephone # 214-932-7300 | Email address jgamboa@dallasisd.org | FAX # 214-932-7301 | |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|---|--|--------------------------------|------------------------------------|
| First name F. Mike | M.I. | Last name Miles | Title Superintendent of Schools |
| Telephone # 972-925-3445 (Charles Chernosky) | Email address MILESFM@dallasisd.org | FAX # 972-925-3442 (Grants) | |
| Signature (blue ink preferred) | | Date signed | |

[Handwritten Signature: F. Mike Miles] 5/19/2014

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By TEA staff person:

Schedule #1—General Information

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|-------------------------------------|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
| No fiscal-related attachments are required for this grant. | | |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | <p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements. |
| 4. | The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors. |
| 5. | <p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; |

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Schedule #2—Required Attachments and Provisions and Assurances

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

| # | Provision/Assurance |
|----|--|
| 5. | <p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p> |
| 6. | <p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p> |
| 7. | <p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p> |
| 8. | <p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

| # | Provision/Assurance |
|-----|---|
| 8. | <p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> |
| 9. | An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools. |
| 10. | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |
| 11. | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 12. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 13. | The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students. |
| 14. | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 15. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 16. | The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers. |
| 17. | The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

| # | Provision/Assurance |
|-----|--|
| 18. | <p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. (ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings. |

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|--|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

For Dallas ISD, there is a need to close our current school, Barbara Manns that addresses the needs of overage secondary students. The district desires to close its current site and enroll the students in other schools in Dallas ISD that are higher achieving or create new schools. Currently there are 8,229 middle school students who are considered over aged. Our current facility addresses the needs of a small number of those students and is inadequate and ill-equipped to accelerate their learning needs. This grant will attempt to plan for closure of our current site along with an intensive review of options to address the current situation.

Improve Academic performance:

- Convene a team to develop plans to close Mann's and enroll students who attended the school in other higher achieving schools within the district or explore new sites to serve student needs.
- Identify a team to evaluate the current academic performance of 8th grade students district-wide.
- Establish the criteria that identify an 8th grade student as over-aged and identify 8th grade students who fit the criteria as defined by the planning team.
- Evaluate the status of current over age 8th grade students and all overage students district wide.
- Evaluate the design flaws of Mann's Academic Center that impede the academic progress of over aged 8th grade students in DISD. (e.g. performance, school culture, expectations, teacher performance, facilities)
- Establish a policy context for closure.
- Establish clear procedures and decision criteria for closure and reassignment.
- Plan for transition and implementation of closure and reassignment.
- Develop communication plans that communicate the urgency of the situation.
- Design a program to address the needs of the identified over-age 8th grade students and all over aged student's district wide.
- Prepare and support transition for key stakeholders.

Increase use of quality data to inform instruction:

- Research and evaluate tools that can be integrated with the current student data management system.
- Design and develop a diagnostic instrument to assess student academic deficiencies that impede student learning.
- Design and develop a means to personalize the instruments so that a plan can be made to meet the individual needs of the students.
- Design a means to evaluate progress of students based on their personal plan.

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- Identify a tool that will provide real time data so that plans can be modified based on gains and losses.

Increase Leadership Effectiveness:

- Establish a committee to research effective practices and models of successful overage programs.
- Research and identify characteristics of effective leaders for over aged models
- Develop and design a hiring system for highly effective leaders of over aged programs and models.
- Establish a system to recruit and incentivize effective leaders.
- Research effective leadership training to promote academic excellence, positive behavior and social emotional support and relationship building.

Increase learning Time

- Research effective academic acceleration programs that increase time on task hybrid learning resulting in increased achievement.
- Identify modified calendars for successful accelerated programs which may include flexible teaching schedules.
- Develop an accelerated timeline for instructional implementation
- Prepare a timeline for an evaluation system to track progress of program implementation or needed modifications.

Increase Parent/Community Engagement

- Develop a community focus group to evaluate the need to implement an acceleration model for the district.
- Solicit input from parents, community members, faith based organizations, central staff, administration and teachers
- Hold public informational sessions
- Create instruments to collect community data via – district, campus and community surveys
- Develop a timeline from closure to reopening
- Design a system to reach parents of over age students or identify a student advocate to support students who are on their own
- Develop a program to determine and assess the needs of kids with kids

Improve School Climate

- Develop an instrument that will be used to collect data from students
- Identify focus areas for the instrument: What motivates them to come to school, what challenges have hindered them, what outside resources do they need
- Research and identify resources needed to support students that have been identified as over aged (food,

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

| Schedule # | Title | Class/ Object Code | 1-Year Program Cost | 1-Year Admin Cost | 1-Year Total Budgeted Cost | Pre-Award |
|---|---|--------------------------|---------------------------|-------------------------|-------------------------------------|-----------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$608,573 | \$ | \$608,573 | \$ |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$170,000 | \$30,000 | \$200,000 | \$ |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$50,000 | \$ | \$50,000 | \$ |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$90,000 | \$ | \$90,000 | \$ |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | \$ | \$ | \$ | \$ |
| Total direct costs: | | | \$918,573 | \$30,000 | \$948,573 | \$ |
| Percentage% indirect costs (see note): | | | N/A | \$16,763 | \$16,763 | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$918,573 | \$46,763 | *\$965,336 | \$ |

Administrative Cost Calculation

| | |
|--|-----------|
| Enter the total grant amount requested: | \$965,336 |
| Percentage limit on administrative costs established for the program (5%): | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result. | \$48,266 |
| This is the maximum amount allowable for administrative costs, including indirect costs: | |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

| Year 1 | Year 2 | Year 3 | 3-Year Total Budget Request |
|------------------|-----------|-----------|-----------------------------|
| \$965,336 | \$ | \$ | *\$ |

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

| County-district number or vendor ID: 057905358 | | Amendment # (for amendments only): | | | |
|---|---|---|--|-----------------------------|---------------|
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Pre- Award |
| Academic/Instructional | | | | | |
| 1 | Teacher | | | \$ | \$ |
| 2 | Educational aide | | | \$ | \$ |
| 3 | Tutor | | | \$ | \$ |
| Program Management and Administration | | | | | |
| 4 | Project manager | 1 | | \$82,757 | \$ |
| 5 | Project coordinator | 4 | | \$272,916 | \$ |
| 6 | Teacher facilitator | | | \$ | \$ |
| 7 | Teacher supervisor | | | \$ | \$ |
| 8 | Secretary/administrative assistant | 1 | | \$42,541 | \$ |
| 9 | Data entry clerk | | | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ | \$ |
| 11 | Evaluator/evaluation specialist | | | \$ | \$ |
| Auxiliary | | | | | |
| 12 | Counselor | | | \$ | \$ |
| 13 | Social worker | 1 | | \$61,462 | \$ |
| 14 | Community liaison/parent coordinator | | | \$ | \$ |
| 15 | Financial Clerk | 1 | | \$29,194 | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Employee Positions | | | | | |
| 21 | Title | | | \$ | \$ |
| 22 | Title | | | \$ | \$ |
| 23 | Title | | | \$ | \$ |
| 24 | Subtotal employee costs: | | | \$488,870 | \$ |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | |
| 25 | 6112 | Substitute pay | | \$ | \$ |
| 26 | 6119 | Professional staff extra-duty pay | | \$30,000 | \$ |
| 27 | 6121 | Support staff extra-duty pay | | \$ | \$ |
| 28 | 6140 | Employee benefits | | \$89,703 | \$ |
| 29 | 61XX | Tuition remission (IHEs only) | | \$ | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$119,703 | \$ |
| 31 | 3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$608,573 | \$ |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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| | |
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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
|---|--|-----------------------|-----------|
| 6269 | Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ | \$ |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Marketing materials for new sites, communications | \$100,000 | \$ |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ | \$ |

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted | Pre-Award |
|----|------------------------------------|--------------------------|-----------------------|-----------|
| 1 | | <input type="checkbox"/> | \$ | \$ |
| 2 | | <input type="checkbox"/> | \$ | \$ |
| 3 | | <input type="checkbox"/> | \$ | \$ |
| 4 | | <input type="checkbox"/> | \$ | \$ |
| 5 | | <input type="checkbox"/> | \$ | \$ |
| 6 | | <input type="checkbox"/> | \$ | \$ |
| 7 | | <input type="checkbox"/> | \$ | \$ |
| 8 | | <input type="checkbox"/> | \$ | \$ |
| 9 | | <input type="checkbox"/> | \$ | \$ |
| 10 | | <input type="checkbox"/> | \$ | \$ |

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

| | | | |
|---|--|--|------------------|
| Specify topic/purpose/service: Internal Services | | <input type="checkbox"/> Yes, this is a subgrant | |
| Describe topic/purpose/service: Research and Evaluation (District) to evaluate program, services, and activities of the TTIPS Grant | | | |
| Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted | Pre-Award |
| 1 | Contractor's payroll costs: # of positions: 1 | \$30,000 | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | \$ | \$ |
| | Contractor's supplies and materials | \$ | \$ |
| | Contractor's other operating costs | \$ | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | \$ | \$ |
| Total budget: | | \$30,000 | \$ |

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057905389

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

| | | | | |
|---------------|--|-----------------|--|------------------|
| 2 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant | |
| | Describe topic/purpose/service: | | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ | \$ |
| | Contractor's supplies and materials | | \$ | \$ |
| | Contractor's other operating costs | | \$ | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ | \$ |
| Total budget: | | \$ | \$ | |
| 3 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant | |
| | Describe topic/purpose/service: | | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ | \$ |
| | Contractor's supplies and materials | | \$ | \$ |
| | Contractor's other operating costs | | \$ | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ | \$ |
| Total budget: | | \$ | \$ | |
| 4 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant | |
| | Describe topic/purpose/service: | | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ | \$ |
| | Contractor's supplies and materials | | \$ | \$ |
| | Contractor's other operating costs | | \$ | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ | \$ |
| Total budget: | | \$ | \$ | |
| 5 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant | |
| | Describe topic/purpose/service: | | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ | \$ |
| | Contractor's supplies and materials | | \$ | \$ |
| | Contractor's other operating costs | | \$ | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ | \$ |
| Total budget: | | \$ | \$ | |

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| Schedule #8—Professional and Contracted Services (6200) (cont.) | | | |
|---|--|---|--|
| County-District Number or Vendor ID: 057905358 | | Amendment number (for amendments only): | |
| Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.) | | | |
| 6 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | | | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| Contractor's capital outlay (allowable for subgrants only) | | \$ | |
| Total budget: | | \$ | \$ |
| 7 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | | | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| Contractor's capital outlay (allowable for subgrants only) | | \$ | |
| Total budget: | | \$ | \$ |
| 8 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | | | Pre-Award |
| | Contractor's payroll costs: | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| Contractor's capital outlay (allowable for subgrants only) | | \$ | |
| Total budget: | | \$ | \$ |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$ | \$ |
| a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval: | | \$30,000 | \$ |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | \$ | \$ |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$100,000 | \$ |
| d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | \$70,000 | \$ |
| (Sum of lines a, b, c, and d) 3-Year Grand total | | \$200,000 | \$ |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #9—Supplies and Materials (6300) | | | | | | | |
|--|--|-----------------|--|----------|---|-----------------------|-----------|
| County-District Number or Vendor ID: 057905358 | | | | | Amendment number (for amendments only): | | |
| Expense Item Description | | | | | | | |
| 6399 | Technology Hardware—Not Capitalized | | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
| | 1 | Computers | Research teams will need to gather and store information for closure | 8 | \$2,000 | \$36,000 | \$ |
| | 2 | Printers | Research teams will need to be able to print reports for documentation and distribution. | 8 | \$1,000 | | |
| | 3 | Laptops/Tablets | For use when teams are making site visits | 8 | \$1,500 | | |
| | 4 | | | | \$ | | |
| | 5 | | | | \$ | | |
| 6399 | Technology software—Not capitalized | | | | | \$ | \$ |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$5,000 | \$ |
| Subtotal supplies and materials requiring specific approval: | | | | | | \$ | \$ |
| Remaining 6300—Supplies and materials that do not require specific approval: | | | | | | \$9,000 | \$ |
| 3-Year Grand total: | | | | | | \$50,000 | \$ |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|--|---|---|-----------|
| County-District Number or Vendor ID: 057905358 | | Amendment number (for amendments only): | |
| Expense Item Description | | Grant Amount Budgeted | Pre-Award |
| 6411 | Out-of-state travel for employees (includes registration fees) | \$80,000 | \$ |
| | Specify purpose: Research closure models in Colorado, Minnesota, and Illinois Professional Development for: Data-Driven Instruction—Marzano Classroom Management Cultural Proficiency PBIS Lead Forward Turnaround Schools Conference Model Schools Conference—Washington D.C.; Florida TESOL | | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. | \$ | \$ |
| | Specify purpose: | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | \$ | \$ |
| | Specify purpose: | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | \$ | \$ |
| | Specify purpose: | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | \$10,000 | \$ |
| | Specify purpose: Research closure models in Colorado, Minnesota, and Illinois Professional Development for: Data-Driven Instruction—Marzano Classroom Management Cultural Proficiency PBIS Lead Forward Turnaround Schools Conference Model Schools Conference—Washington D.C.; Florida TESOL | | |
| 6429 | Actual losses that could have been covered by permissible insurance | \$ | \$ |
| 6490 | Indemnification compensation for loss or damage | \$ | \$ |
| 6490 | Advisory council/committee travel or other expenses | \$ | \$ |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | \$ | \$ |
| | Specify name and purpose of organization: | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | \$ | \$ |
| | Specify purpose: | | |

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| | | | |
|---|--|---------------|-----------|
| Subtotal other operating costs requiring specific approval: | | \$ | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$ | \$ |
| 3-Year Grand total: | | 90,000 | \$ |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #11—Capital Outlay (6600/15XX) | | | | | |
|---|---------------------|----------|---|-----------------------|-----------|
| County-District Number or Vendor ID: 057905358 | | | Amendment number (for amendments only): | | |
| 15XX is only for use by charter schools sponsored by a nonprofit organization. | | | | | |
| # | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Pre-Award |
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | \$ | \$ |
| 66XX/15XX—Technology hardware, capitalized | | | | | |
| 2 | | | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ |
| 66XX/15XX—Technology software, capitalized | | | | | |
| 12 | | | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | |
| 19 | | | \$ | \$ | \$ |
| 20 | | | \$ | \$ | \$ |
| 21 | | | \$ | \$ | \$ |
| 22 | | | \$ | \$ | \$ |
| 23 | | | \$ | \$ | \$ |
| 24 | | | \$ | \$ | \$ |
| 25 | | | \$ | \$ | \$ |
| 26 | | | \$ | \$ | \$ |
| 27 | | | \$ | \$ | \$ |
| 28 | | | \$ | \$ | \$ |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | | |
| 29 | | | | \$ | \$ |
| 3-Year Grand total: | | | | \$ | \$ |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| Total enrollment: | | | 130 | |
|----------------------------------|--------|------------|--|------------|
| Category | Number | Percentage | Category | Percentage |
| African American | 49 | 37.7% | Attendance rate | 94.0% |
| Hispanic | 77 | 59.2% | Annual dropout rate (Gr 9-12) | DNA% |
| White | 1 | 0.8% | Annual graduation rate (Gr 9-12) | DNA% |
| Multiple | 3 | 2.3% | STAAR / EOC met 2013 standard, mathematics (standard accountability indicator) | 27% |
| Economically disadvantaged | 119 | 91.5% | STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator) | 0% |
| Limited English proficient (LEP) | 50 | 38.5% | Students taking the ACT and/or SAT | DNA% |
| Disciplinary placements | 760 | 17% | Average SAT score (number value, not a percentage) | DNA |
| | | | Average ACT score (number value, not a percentage) | DNA |

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

| Category | Number | Percentage | Category | Number | Percentage |
|--------------------|--------|------------|---------------------------------|-------------|------------|
| African American | 8 | 80.0% | No degree | 0 | 0% |
| Hispanic | 0 | 0% | Bachelor's degree | 5 | 50% |
| White | 1 | 10.0 % | Master's degree | 4 | 40% |
| Other | 1 | 10.0% | Doctorate | 1 | 10% |
| 1-5 years exp. | 3 | 30.0% | Avg. salary, 1-5 years exp. | 46002-47839 | N/A |
| 6-10 years exp. | 0 | 0% | Avg. salary, 6-10 years exp. | 47839-51307 | N/A |
| 11-20 years exp. | 5 | 50.0% | Avg. salary, 11-20 years exp. | 52174-57316 | N/A |
| Over 20 years exp. | 2 | 20.0% | Avg. salary, over 20 years exp. | 57316-65541 | N/A |

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|---|---|---|---|---|---|---|---|-----|---|----|----|----|-------|
| Public | | | | | | | | | | 130 | | | | | 130 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | 130 | | | | | 130 |

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|---|---|---|---|---|---|---|---|----|---|----|----|----|-------|
| Public | | | | | | | | | | 10 | | | | | 10 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | 10 | | | | | 10 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to design a plan to meet the needs of individual students and rectify a system that is failing to accelerate students to rejoin their cohort, the comprehensive needs will focus on the following areas: Improving academic performance, increase the use of quality data to inform instruction, increase leadership effectiveness, increase learning time, increase parent and community engagement, improve school climate and increase teacher quality. The district currently has one campus, Mann's Academic Learning Center, to serve over aged 8th grade students district wide. The 2013 enrollment for Mann's is 130 students with an average daily attendance of 82% or less.

| Grade | Enrolled | 1 year behind | 2 years behind | 3 years behind |
|-----------------|---------------|---------------|----------------|----------------|
| Total Middle | 31,939 | 6934 | 1190 | 105 |
| 9 th | 11,429 | 2778 | 711 | 232 |
| Total | 43,368 | 9712 | 1901 | 337 |

Currently the data indicates that there is a high number secondary students attending non-magnet or alternative schools identified as overage (see below):

Top 5 Middle Schools

| School | # Overage Students |
|----------------|--------------------|
| Quintanilla MS | 200 |
| Browne MS | 191 |
| Balch Springs | 187 |
| Stockard MS | 176 |
| Comstock MS | 167 |

Average age 14.62 to 14.55

Top 5 High Schools

| School | # Overage Students |
|--------------|--------------------|
| Skyline HS | 469 |
| WT White HS | 413 |
| Jefferson HS | 383 |
| Conrad HS | 381 |
| B Adams HS | 351 |

Average age 18.28 – 17.97

To meet the needs of students who are behind their cohort and have not been successful in a traditional classroom setting. With key personnel and a systemic means to monitor student progress set clear boundaries, provide structure and consistency, reduce recidivism and assist campuses with index 4. The students served by index four are all students, the 7 race/ethnicities, Special Education and ELL. More importantly programs will equip schools in accelerating students that are one year behind their cohort. The district core belief "With our help, at risk students will achieve at the same rate as non-at risk students", is reflective in such practice.

Problem description – According to index 4 system safe guards, the district must address graduation rates below 80% (four year) or 85% (five year) for any disaggregated student group meeting minimum size criteria. Currently in the Dallas Independent School District the following are numbers for students who are considered over age and behind in credits in DISD:

Expected Outcomes:

- Systemic means to identify and serve students who are over aged 8th graders
- Systemic means to monitor and track academic performance so that students remain on track for graduation
- Systematic means to deliver individualized accelerated curriculum
- Systemic data tracking system to input real time data that is compatible with district technology
- Engage parents in academics, acculturation, advocacy and area support

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|--|
| 1. | Student data reveals that the students enrolled at Barbara Manns Academic Center are not successful and are not on target to graduate from high school with their designated cohort. | The grant would allow for the creation of a team to evaluate the design flaws of Mann's Academic Center that impede the academic progress of over aged 8 th grade students in DISD. (e.g. performance, school culture, expectations, teacher performance, facilities). It would also allow the team to develop plans to close Mann's and enroll students who attended the school in other higher achieving schools within the district or explore new sites to serve student needs. |
| 2. | Student attendance data reveals an urgent need to increase attendance for academic success. | The grant would allow a team to research and identify resources needed to support students that have been identified as over aged (food, shelter, childcare, transportation, health care etc.) It would also help to identify focus areas: What motivates them to come to school, what challenges have hindered them, what outside resources do they need? |
| 3. | Student achievement data reveals that there is a need to strengthen students' academic performance across all contents. STAAR results from Spring 2013 were as follows: 0% passed the ELA test and 27% passed Math | The grant would allow Design a program to address the needs of the identified over-age 8 th grade students and all over aged student's district wide. It would also allow for the design and development of a diagnostic instrument to assess student academic deficiencies that impede student learning. |

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Schedule #14—Management Plan

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--|--|
| 1. | District Coordinator of School Improvement (DCSI) (required) | The district level coordinator will serve as a support and liaison to the campus in the school improvement process, and serve as a key member of the district leadership team responsible for overseeing district-level accountability and conducting performance-based monitoring interventions. This person will, have expertise in planning, implementing and managing improvement efforts at the campus and LEA level, successful leadership and management experience, Invested, has a direct line of contact with the superintendent and other critical district personnel and supports all components of the Texas Accountability and Intervention System. |
| 2. | Project Manager | The project manager will plan, direct, and coordinate all activities of the TTIPS grant to ensure that goals or objectives are accomplished within prescribed time frame and funding parameters. This person will oversee the project coordinators to ensure that all data is collected and reports are accurate and are submitted in a timely manner. Furthermore, this person will serve as a direct liaison between principal, project coordinators, committee members, and executive director and/or district officials. |
| 3. | Project Coordinators | The project directors would responsible for creating and leading the committees that would: establish a policy context for closure; establish clear procedures and decision criteria for closure and reassignment; plan for transition and implementation of closure and reassignment; develop communication plans that communicate the urgency of the situation; design a program to address the needs of the identified over-age 8 th grade students and all over aged student's district wide; prepare and support transition for key stakeholders. There would be a project coordinator for each of the following areas: Data Management/Technology; Facilities/Sites; Transportation; Curriculum and Instructional Best Practices. The project coordinators would report directly to the project manager |
| 4. | Administrative Assistant | The administrative assistant V would assist the TTIPS grant manager with the development and input of the grant; assist in the monitoring of the grant funds; maintain budget reports, files, logs and budget transfers; and process supplemental pay forms as it relates to the grant. |
| 5. | Grant Financial Clerk | The grant financial clerk will maintain and report accurate and timely financial data for the TTIPS grant; place orders, and receive goods. |
| 6. | Social Worker | The social worker will provide support for high need students focusing on services inclusive of assessment, counseling, and behavior management. This person would also work with the committees to help develop a program that will assist overage students with all their academic, social and behavioral needs. In addition, this person will act as a resource for developing resources for "kids who have kids". |

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Texas Center for District & School Support (TCDSS) will serve as the external provider to the district in the closure process. Additionally, they will provide targeted technical assistance to build the school's capacity for school improvement.

ESC 10 will also be used to assist with professional development offerings to teachers and administrators.

External providers were selected on their proven track record of providing quality and research based strategies for staff and professional development as evidenced by a positive result in student achievement.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to administer, collect, and analyze assessments for each of the specified critical success factors. This evaluation specialist, and other E&A staff as needed, will be responsible for monitoring and analyzing all relevant aspects of the grant implementation. The evaluation specialist will ensure all required data collection is being gathered, both through existing data collections and through data collection process that will be implemented for the grant. Additionally, as future priorities and needs arise, the evaluation specialist will determine what addition data is needed.

The evaluation specialist will also be responsible for analysis of collected data in order to produce interpretable results. This type of analysis will include, but is not limited to, relevant statistical calculations to show effectiveness, qualitative analysis and interpretation of data, and compiling data into concise reports for relevant stakeholders. These reports will include analysis, where relevant, of historical trends of the critical success factors in the campus, current evaluation of the grant implementation, where there has and has not been improvement in the campus, and what changes may be needed for additional improvement. The evaluation specialist will be the main author of these reports, but consult with other E&A staff as needed.

In addition to these monitoring activities, the evaluation specialist will hold regular meetings with Federal and State Accountability and relevant campus staff to disseminate information from the evaluation of the grant and help interpret results. The evaluation specialist will also determine what additional information the Turnaround Office needs in order to have a complete and detailed understanding of the grant's implementation and effectiveness, as well as collecting additional data that is need to facilitate improvement. As additional concerns and needs arise, the evaluation specialist will conduct additional evaluations and reports as needed. The E&A department will ensure that the Federal and State Accountability is getting the needed data and support in order to effectively implement and improve the grant during the grant lifetime.

The campus project managers will provide additional reporting as needed or requested by Federal and State Accountability. This could include onsite observation, interview of staff by project managers, and following student academic progress. The Turnaround office will be responsible for all Federal and State reporting of grant implementation and improvement, including evaluations provided by the E&A department. Federal and State Accountability will have the responsibility of using evaluations from the E&A evaluation specialist and campus project managers to adjust the grant implementation as needed to ensure continuous improvement

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The sustainability plan will focus on three areas: systemic change, refocusing resources, and researching additional grant funds.

Systemic Change

The Association for Educational Communications and Technology (AECT) Council on Systemic Change states "effective, lasting change must be systemic; that is, it must reflect the interrelationships among education's stakeholders and subsystems. We also understand that it is often neither practical nor necessary to change the entire system at once--only to ensure that its old and new components reinforce rather than undermine one another." (<http://ide.ed.psu.edu/change/systemic-change-how.htm>). The campus reform and intervention strategies implemented by the grant will be designed to result in systemic changes to address the instructional and managerial needs of the school.

John Leslie Patton Jr. Academic Center and DISD will continue its implementation of a systemic means to serve the high percentage of secondary students who are over aged and behind in credits. Teachers will continue to study and analyze data to guide instructional planning and design. Administrators and Campus Instructional Leadership Team will continue to implement Learning Walks, classroom observations, teacher conferences, and other relevant initiatives to help teachers grow as professionals and experts in their field.

Refocusing Resources

The principal will meet with campus stakeholders and central staff to discuss a strategy to refocus general operating and entitlement resources to support sustaining successful components of the school improvement intervention project.

The principal will allocate resources to sustain programs that are very much essential and critical to student achievement. The principal will continue to partner with higher education entities such as the University of North Texas, Texas Woman's University, and El Centro College to offer college readiness experiences and dual-credit courses. In addition, the principal will continue to partner and seek additional partnerships with community businesses and faith-based organizations to support the goals of the campus. Likewise, the principal will use the partnerships with these stakeholders to seek outside support in the form of grants, scholarship, student internships, work program, and volunteer opportunities.

Researching Grant Funds

The campus and division will work with the district's Special Revenue Funds Department to identify federal, state, and foundation funding to support the project.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|---|
| 1. | Responsible closure of current school | 1. | All students who currently attend Manns will be successfully placed in appropriate schools for the next year. |
| | | 2. | Current staff will receive clear communication and support during the transition to closure. |
| | | 3. | |
| 2. | Qualitative methods for stakeholder input | 1. | Qualitative methods such as interviews, focus groups, and case studies will be used to determine the currently unmet needs of over-aged students in Dallas ISD. |
| | | 2. | Community input surveys will be used to help design the most appropriate model for the needs of the community. |
| | | 3. | |
| 3. | Research and literature review | 1. | A school leadership and campus staff recruitment and retention model will be developed, based on best practices for overage programs. |
| | | 2. | A curriculum and accelerated schedule will be developed based on stakeholder input, literature review, and best practices of established successful overage programs. |
| | | 3. | Diagnostic and evaluative tools will be developed to track the unique measures of overage student progress and success. |
| 4. | | | |
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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD Evaluation and Assessment will assign an evaluation specialist to oversee collection and analysis of data relevant to the model's critical success factors. The evaluation specialist, in collaboration with relevant E&A staff, will prepare interim and final evaluation reports, including process and outcome data. E&A evaluation staff will consult with the Federal and State Accountability, the DCSI, and relevant program management to interpret results as needed to ensure continuous program improvement.

Data collection methods will be composed of the following elements:

- The specialist will use district databases to collect demographic and academic data from students at the specified campus. Academic data will include STAAR and STAAR EOC performance, college-readiness indices, indicators of the student's progress toward graduation, and other relevant measures. Due to previous uses by other departments, this academic information is automatically compiled and uploaded into the district's network, which the evaluation specialist will have access to.
- The Evaluation and Assessment department develops and distributes the Classroom and School Effectiveness indices on an annual basis. The campus rates and percentiles will be uploaded into a dataset that the evaluation specialist will have access to.
- A report on MyData Portal will be submitted to the evaluation specialist by the technology department monitoring those systems.

Data will be disaggregated in the following manner:

- The evaluation specialist will create reports concerning each critical success factor when the relevant data for each measure is collected. Depending on the particular items, the specialist will create these reports on a semester and annual basis.
- Federal and State Accountability and the Campus Project manager, as well as any other relevant stakeholders will have access to upload reports to a district network location that will be accessible.
- As needed, the evaluation specialists will be available to make necessary presentations to relevant stakeholders.

This data collection and disaggregation process will be continual throughout the implementation of the grant, with regular meetings with Federal and State Accountability and other stakeholders to make sure and other stakeholders have the most current, accurate data and how that data can be used for improvement. In addition, the evaluation specialist will make sure that E&A is collecting the needed data and, if needed, introduce additional data collection procedures that Federal and State Accountability and other stakeholders request.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905358

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☐ Transformation☐ Turnaround☒ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|-------------------------------------|--|--|-------------------------|-----------------------|---------------------|
| Improve Academic Performance | <i>Strengthen the School's Instructional Program</i> | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. | | |
| | | | B. | | |
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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|--|--|-------------------------|-----------------------|---------------------|
| Increase Use of Quality Data to Inform Instruction | <i>Use of Data to Inform Instruction</i> | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. | | |
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|--|------------------------------------|--|--|-----------------------|---------------------|
| Increase Leadership Effectiveness | <i>Providing strong leadership</i> | 1. Replace the principal who led the school prior to the commencement of the transformation model. | <i>Provide name and date of hire for principal or date of anticipated replacement:</i> | | |
| | | 2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. | A. | | |
| | | | B. | | |
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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|-----------------------------------|-----------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Leadership Effectiveness | Providing strong leadership | 3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | 4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. | A. | | |
| | | | B. | | |
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|-------------------------------|-----------------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Learning Time | <i>Redesigned School Calendar</i> | 1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year) | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. | A. | | |
| | | | B. | | |
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|---|--|--|-------------------------|-----------------------|---------------------|
| Increase Parent / Community Engagement | <i>Ongoing Family and Community Engagement</i> | 1. Provide ongoing mechanisms for family engagement | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Provide ongoing mechanisms for community engagement | A. | | |
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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|------------------------|------------------------|--|-------------------------|-----------------------|---------------------|
| Improve School Climate | Improve School Climate | Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. | A. | | |
| | | | B. | | |
| | | | C. | | |
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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---------------------------------|----------------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Teacher Quality | <i>Ensure Effective Teachers</i> | <p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> | A. | | |
| | | | B. | | |
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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|--------------------------|---------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Teacher Quality | Ensure Effective Teachers | 2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | 3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | A. | | |
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| CSF | Turnaround Principle | Federal Transformation Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|--------------------------|---------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Teacher Quality | Ensure Effective Teachers | 4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school. | A. | | |
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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|-------------------------------------|--|--|-------------------------|-----------------------|---------------------|
| Improve Academic Performance | <i>Strengthen the School's Instructional Program</i> | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. | | |
| | | | B. | | |
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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|--|--|-------------------------|-----------------------|---------------------|
| Increase Use of Quality Data to Inform Instruction | <i>Use of Data to Inform Instruction</i> | 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | A. | | |
| | | | B. | | |
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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|--|------------------------------------|---|--|-----------------------|---------------------|
| Increase Leadership Effectiveness | <i>Providing strong leadership</i> | 1. Replace the principal. | <i>Provide name and date of hire for principal or date of anticipated replacement:</i> | | |
| | | 2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |

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|-------------------------------|-----------------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Learning Time | <i>Redesigned School Calendar</i> | 1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year) | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | 4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. | A. | | |
| | | | B. | | |
| | | | C. | | |

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|---|--|--|-------------------------|-----------------------|---------------------|
| Increase Parent / Community Engagement | <i>Ongoing Family and Community Engagement</i> | Provide appropriate community-oriented services and supports for students. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| Improve School Climate | <i>Improve School Climate</i> | Provide appropriate social-emotional services and supports for students. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---------------------------------|----------------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Teacher Quality | <i>Ensure Effective Teachers</i> | 1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | 2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff. | E. | | |
| | | | F. | | |
| | | | G. | | |
| | | | H. | | |

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| CSF | Turnaround Principle | Federal Turnaround Requirement | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|--------------------------|---------------------------|---|-------------------------|-----------------------|---------------------|
| Increase Teacher Quality | Ensure Effective Teachers | 3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | E. | | |
| | | 4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school. | A. | | |
| | | | B. | | |
| | | | C. | | |
| | | | D. | | |
| | | | | | |

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|--|---|-------------------------|-----------------------|---------------------|
| Improve Academic Performance | Strengthen the School's Instructional Program | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| Increase Use of Quality Data to Inform Instruction | Use of Data to Inform Instruction | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|--|------------------------------------|-------------------------|-----------------------|---------------------|
| Increase Leadership Effectiveness | <i>Providing strong leadership</i> | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| Increase Learning Time | <i>Redesigned School Calendar</i> | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---|--|-------------------------|-----------------------|---------------------|
| Increase Parent / Community Engagement | <i>Ongoing Family and Community Engagement</i> | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |
| Improve School Climate | <i>Improve School Climate</i> | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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County-district number or vendor ID 057905358

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|---------------------------------|----------------------------------|-------------------------|-----------------------|---------------------|
| Increase Teacher Quality | <i>Ensure Effective Teachers</i> | A. | | |
| | | B. | | |
| | | C. | | |
| | | D. | | |
| | | E. | | |

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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

| 58CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
|-------------------------------------|--|--|-----------------------|---------------------|
| Improve Academic Performance | <i>Strengthen the School's Instructional Program</i> | A. Convene a team to develop plans to close Manns and enroll students who attended the school in other higher achieving schools within the district or explore new sites to serve student needs | 08/14 | 07/15 |
| | | B. Identify a team to evaluate the current academic performance of 8 th grade students district wide | 08/14 | 07/15 |
| | | C. Establish the criteria that identifies an 8 th grade student as over-aged and identify 8 th grade students who fit the criteria as defined by the planning team. | 08/14 | 07/15 |
| | | D. Evaluate the status of current over age 8 th grade students and all overage students district wide | 08/14 | 07/15 |
| | | E. Evaluate the design flaws of Manns Academic Center that impede the academic progress of over aged 8 th grade students in DISD. (e.g. performance, school culture, expectations, teacher performance, facilities) | 08/14 | 07/15 |
| | | F. Establish a policy context for closure | 08/14 | 07/15 |
| | | G. Establish clear procedures and decision criteria for closure and reassignment. | 08/14 | 07/15 |
| | | H. Plan for transition and implementation of closure and reassignment | 08/14 | 07/15 |
| | | I. Develop communication plans that communicate the urgency of the situation. | 08/14 | 07/15 |

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|---|--|---|-------|-------|
| | | J. Design a program to address the needs of the identified over-age 8 th grade students and all over aged student's district wide. | 08/14 | 07/15 |
| | | K. Prepare and support transition for key stakeholders. | 08/14 | 07/15 |
| Increase Use of Quality Data to Inform Instruction | <i>Use of Data to Inform Instruction</i> | A. Research and evaluate tools that can be integrated with the current student data management system | 08/14 | 07/15 |
| | | B. Design and develop a diagnostic instrument to assess student academic deficiencies that impede student learning. | 08/14 | 07/15 |
| | | C. Design and develop a means to personalize the instruments so that a plan can be made to meet the individual needs of the students. | 08/14 | 07/15 |
| | | D. Design a means to evaluate progress of students based on their personal plan. | 08/14 | 07/15 |
| | | E. Identify a tool that will provide real time data so that plans can be modified based on gains and losses. | 08/14 | 07/15 |

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| Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. | | | | |
| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
| Increase Leadership Effectiveness | Providing strong leadership | A. Establish a committee to research effective practices and models of successful overage programs | 08/14 | 07/15 |
| | | B. Research and identify characteristics of effective leaders for over aged models | 08/14 | 07/15 |
| | | C. Develop and design a hiring system for highly effective leaders of over aged programs and models. | 08/14 | 07/15 |
| | | D. Establish a system to recruit and incentivize effective leaders. | 08/14 | 07/15 |
| | | E. Research effective leadership training to promote academic excellence, positive behavior and social emotional support and relationship building. | 08/14 | 07/15 |
| Increase Learning Time | Redesigned School Calendar | A. Research effective academic acceleration programs that increase time on task hybrid learning resulting in increased achievement. | 08/14 | 07/15 |
| | | B. Identify modified calendars for successful accelerated programs which may include flexible teaching schedules | 08/14 | 07/15 |
| | | C. Develop an accelerated timeline for instructional implementation | 08/14 | 07/15 |

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| | | D. Prepare a timeline for an evaluation system to track progress of program implementation or needed modifications. | 08/14 | 07/15 |
| | | E. | | |

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
| Increase Parent / Community Engagement | Ongoing Family and Community Engagement | A. Develop a community focus group to evaluate the need to implement an acceleration model for the district. | 08/14 | 07/15 |
| | | B. Solicit input from parents, community members, faith based organizations, central staff, administration and teachers | 08/14 | 07/15 |
| | | C. Hold public informational sessions | 08/14 | 07/15 |
| | | D. Create instruments to collect community data via – district, campus and community surveys | 08/14 | 07/15 |
| | | E. Develop a timeline from closure to reopening | 08/14 | 07/15 |
| | | F. Design a system to reach parents of over age students or identify a student advocate to support students who are on their own | 08/14 | 07/15 |

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|-------------------------------|-------------------------------|---|-------|-------|
| | | G. Develop a program to determine and assess the needs of kids with kids | 08/14 | 07/15 |
| | | | | |
| | | | | |
| Improve School Climate | <i>Improve School Climate</i> | A. Develop an instrument that will be used to collect data from students | 08/14 | 07/15 |
| | | B. Identify focus areas for the instrument: What motivates them to come to school, what challenges have hindered them, what outside resources do they need | 08/14 | 07/15 |
| | | C. Research and identify resources needed to support students that have been identified as over aged (food, shelter, childcare, transportation, health care etc.) | 08/14 | 07/15 |
| | | D. Research personnel needed to support over aged campuses | 08/14 | 07/15 |
| | | E. | | |

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| CSF | Turnaround Principle | Strategy / Intervention | Begin Date MM / YY | End Date MM / YY |
| Increase Teacher Quality | Ensure Effective Teachers | A. Research characteristics of teachers that are successful in motivating and supporting over age students | 08/14 | 07/15 |
| | | B. Establish a system that will recruit and incentivize effective teachers | 08/14 | 07/15 |
| | | C. Research teacher training to promote academic excellence, positive behavior and social emotional support and relationship building. | 08/14 | 07/15 |
| | | D. | | |
| | | E. | | |

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Federal and State Accountability, the DCSI, and representatives from various departments within central administration will work together to ensure that the campus has the coordinated support necessary to fully and effectively implement the school intervention initiative:

School Leadership and Administrative Support and Teaching and Learning Divisions

The two primary divisions responsible for working with the campuses to implement the model that will increase overall student performance, as well as improve the management and effectiveness of the school. The divisions will assist the campuses in achieving the milestones of the initiative: 1) improve academic performance, 2) increase teacher quality, 3) improve school climate, 4) increase leadership effectiveness, 5) increase use of quality data to drive instruction, 6) increase parent/community involvement, 7) increase learning time.

Evaluation and Accountability

The department will provide objective and valid information for monitoring, assessing, evaluating, and reporting progress of the school intervention initiative. Assist campuses to collect data to use to track progress toward the Critical Success Factors (CSF) and milestones and provide assistance in submitting the Quarterly Implementation Reports (QIR) and other reporting requirements.

Special Revenue Funds Management

Provide financial oversight of grant-funded activities (including but not limited to): assisting with budget preparation and Oracle upload; processing amendments and budget transfers that comply with grant regulations; approving and monitoring financial transactions. Provide overall compliance monitoring (including but not limited to): maintaining an adequate internal control structure to ensure compliance with applicable laws and regulations related to the grant; coordinating formal agency audits or interim reviews by TEA and/or its designate; providing support and guidance to campus and LEA TTIPS team for the effective administration and financial management of grant funds.

Grants Accounting

Ensure compliance with required accounting procedures (including but not limited to): requesting funds through the automated payment request system (draw-downs); preparing and submitting written expenditure reports per TEA guidelines; maintaining auditable documentation of all grant expenditures.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905358

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information on tape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N03 | Provide mentor program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N04 | Provide intern program for new teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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